



MEDIA SPECIALISTS WORKSHOP

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Program Specialist

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

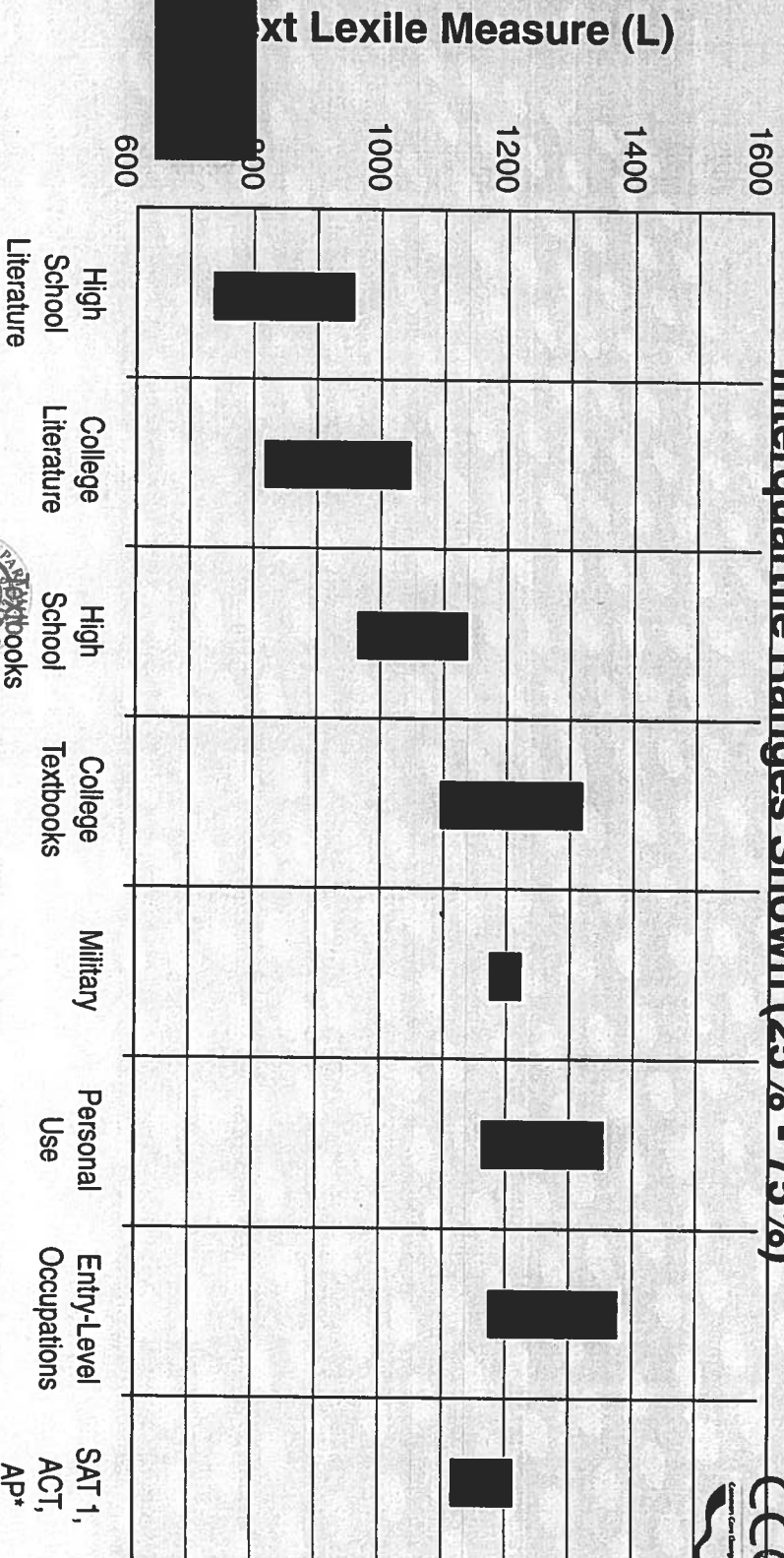
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Reading Study Summary



Interquartile Ranges Shown (25% - 75%)



* Source of National Test Data: MetaMetrics



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

1st Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

READING LITERARY (RL)		READING INFORMATIONAL (RI)	
➤ Key Ideas and Details		➤ Key Ideas and Details	
ELACCL1RL1: Ask and answer questions about key details in a text.		ELACCI1RI1: Ask and answer questions about key details in a text.	
ELACCL1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.		ELACCI1RI2: Identify the main topic and retell key details of a text.	
ELACCL1RL3: Describe characters, settings, and major events in a story, using key details.		ELACCI1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
➤ Craft and Structure		➤ Craft and Structure	
ELACCL1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		ELACCI1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
ELACCL1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		ELACCI1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.	
ELACCL1RL6: Identify who is telling the story at various points in a text.		ELACCI1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
➤ Integration of Knowledge and Ideas		➤ Integration of Knowledge and Ideas	
ELACCL1RL7: Use illustrations and details in a story to describe its characters, setting, or events.		ELACCI1RI7: Use illustrations and details in a text to describe its key ideas.	
ELACCL1RL8: (Not applicable to literature)		ELACCI1RI8: Identify the reasons an author gives to support points in a text.	
ELACCL1RL9: Compare and contrast the adventures and experiences of characters in stories.		ELACCI1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
➤ Range of Reading and Level of Text Complexity		➤ Range of Reading and Level of Text Complexity	
ELACCL1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.		ELACCI1RI10: With prompting and support, read informational texts appropriately complex for grade 1.	

READING FOUNDATIONAL (RF)

➤ Print Concepts

ELACCC1RF1: Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

➤ Phonological Awareness

ELACCC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

➤ Phonics and Word Recognition

ELACCC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

➤ Fluency

ELACCC1RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING (W)	
➤ Text Types and Purposes	
ELACC1W1:	Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
ELACC1W2:	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
ELACC1W3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
➤ Production and Distribution of Writing	
ELACC1W4:	<i>(Begins in grade 3)</i>
ELACC1W5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
a. May include oral or written prewriting (graphic organizers).	
ELACC1W6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
➤ Research to Build and Present Knowledge	
ELACC1W7:	Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).
ELACC1W8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELACC1W9:	<i>(Begins in grade 4)</i>
➤ Range of Writing	
ELACC1W10:	<i>(Begins in grade 3)</i>

1st Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

SPEAKING AND LISTENING (SL)

➤ **Comprehension and Collaboration**

ELACCI1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELACCI1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACCI1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

➤ **Presentation of Knowledge and Ideas**

ELACCI1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACCI1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACCI1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

LANGUAGE (L)

➤ **Conventions of Standard English**

ELACCL1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my, they, them, their, anyone, everything*).
- Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
- Prints with appropriate spacing between words and sentences.

ELACCL12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

➤ **Knowledge of Language**

ELACCL13: (*Begins in 2nd grade*)

➤ **Vocabulary Acquisition and Use**

ELACCL14: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

ELACCL15: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

ELACCL16: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*).

4th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

READING LITERARY (RL)		READING INFORMATIONAL (RI)	
➤ Key Ideas and Details		➤ Key Ideas and Details	
ELACCARL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		ELACCAR11: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
ELACCARL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.		ELACCAR12: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
ELACCARL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		ELACCAR13: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
➤ Craft and Structure		➤ Craft and Structure	
ELACCARL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).		ELACCAR14: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
ELACCARL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		ELACCAR15: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
ELACCARL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		ELACCAR16: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
➤ Integration of Knowledge and Ideas		➤ Integration of Knowledge and Ideas	
ELACCARL7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		ELACCAR17: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
ELACCARL8: (Not applicable to literature)		ELACCAR18: Explain how an author uses reasons and evidence to support particular points in a text.	
ELACCARL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		ELACCAR19: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
➤ Range of Reading and Level of Text Complexity		➤ Range of Reading and Level of Text Complexity	
ELACCARL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		ELACCAR110: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

4th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

READING FOUNDATIONAL (RF)	
➤	Print Concepts
	Kindergarten and 1 st grade only
➤	Phonological Awareness
	Kindergarten and 1 st grade only
➤	Phonics and Word Recognition
	ELACCF3: Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
➤	Fluency
	ELACCF4: Read with sufficient accuracy and fluency to support comprehension.
	a. Read on-level text with purpose and understanding.
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

WRITING (W)

> Text Types and Purposes

ELACCAW1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

ELACCAW2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

ELACCAW3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

> Production and Distribution of Writing

ELACCAW4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACCAW5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 4.)

ELACCAW6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

> Research to Build and Present Knowledge

ELACCAW7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELACCAW8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ELACCAW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

> Range of Writing

ELACCAW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACCSL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

ELACCSL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACCSL3: Identify the reasons and evidence a speaker provides to support particular points.

➤ Presentation of Knowledge and Ideas

ELACCSL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACCSL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELACCSL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)

4th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

LANGUAGE (L)	
➤ Conventions of Standard English	
ELACCA1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).
b.	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.
c.	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
d.	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
e.	Form and use prepositional phrases.
f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
g.	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*
h.	Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
ELACCA1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Use correct capitalization.
b.	Use commas and quotation marks to mark direct speech and quotations from a text.
c.	Use a comma before a coordinating conjunction in a compound sentence.
d.	Spell grade-appropriate words correctly, consulting references as needed.
➤ Knowledge of Language	
ELACCA1.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a.	Choose words and phrases to convey ideas precisely.*
b.	Choose punctuation for effect.*
c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
➤ Vocabulary Acquisition and Use	
ELACCA1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autobiography</i>).
c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELACCA1.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a.	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
b.	Recognize and explain the meaning of common idioms, adages, and proverbs.
c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELACCA1.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

7th Grade English Language Arts Common Core Georgia Performance Standards (ELA CCGPS)

READING LITERARY (RL)		READING INFORMATIONAL (RI)	
➤ Key Ideas and Details		➤ Key Ideas and Details	
ELACCR7L1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		ELACCR7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ELACCR7L2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		ELACCR7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
ELACCR7L3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).		ELACCR7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
➤ Craft and Structure		➤ Craft and Structure	
ELACCR7L4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		ELACCR7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
ELACCR7L5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		ELACCR7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
ELACCR7L6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		ELACCR7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
➤ Integration of Knowledge and Ideas		➤ Integration of Knowledge and Ideas	
ELACCR7L7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		ELACCR7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
ELACCR7L8: (Not applicable to literature)		ELACCR7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
ELACCR7L9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.		ELACCR7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	
➤ Range of Reading and Level of Text Complexity		➤ Range of Reading and Level of Text Complexity	
ELACCR7L10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		ELACCR7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Georgia Department of Education

Dr. John D. Barge, State School Superintendent

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7th Grade English Language Arts Common Core Georgia Performance Standards (ELA CCGPS)

WRITING (W)	
> Text Types and Purposes	
ELACCW1: Write arguments to support claims with clear reasons and relevant evidence.	
a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d.	Establish and maintain a formal style.
e.	Provide a concluding statement or section that follows from and supports the argument presented.
ELACCW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
e.	Establish and maintain a formal style.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELACCW3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
> Production and Distribution of Writing	
ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
ELACCW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	
ELACCW6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
> Research to Build and Present Knowledge	
ELACCW7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
ELACCW8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
ELACCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a.	Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
b.	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
> Range of Writing	
ELACCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

SPEAKING AND LISTENING (SL)

➤ Comprehension and Collaboration

ELACCSL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

ELACCSL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACCSL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

➤ Presentation of Knowledge and Ideas

ELACCSL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACCSL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELACCSL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

LANGUAGE (L)

➤ **Conventions of Standard English**

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- b. Spell correctly.

➤ **Knowledge of Language**

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

➤ **Vocabulary Acquisition and Use**

ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

ELACC7L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills marked with an asterisk () are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

11th-12th Grade English Language Arts Common Core Georgia Performance Standards (ELA CCGPS)

READING LITERARY (RL)		READING INFORMATIONAL (RI)	
<p>➤ Key Ideas and Details</p> <p>ELACCL1-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELACCL1-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>ELACCL1-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>➤ Craft and Structure</p> <p>ELACCL1-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>ELACCL1-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>ELACCL1-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>➤ Integration of Knowledge and Ideas</p> <p>ELACCL1-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)</p> <p>ELACCL1-12RL8: (Not applicable to literature)</p> <p>ELACCL1-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>➤ Range of Reading and Level of Text Complexity</p> <p>ELACCL1-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.</p>		<p>➤ Key Ideas and Details</p> <p>ELACCI1-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELACCI1-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>ELACCI1-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>➤ Craft and Structure</p> <p>ELACCI1-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>ELACCI1-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>ELACCI1-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>➤ Integration of Knowledge and Ideas</p> <p>ELACCI1-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELACCI1-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses.)</p> <p>ELACCI1-12RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>➤ Range of Reading and Level of Text Complexity</p> <p>ELACCI1-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.</p>	

1st-12th Grade English Language Arts Common Core Georgia Performance Standards (ELA CCGPS)

WRITING (W)

Text Types and Purposes
ELACCI1-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.
ELACCI1-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELACCI1-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
> Production and Distribution of Writing
ELACCI1-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ELACCI1-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grades 11-12.)
ELACCI1-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
> Research to Build and Present Knowledge
ELACCI1-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELACCI1-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELACCI1-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").
> Range of Writing
ELACCI1-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING (SL)

➤ **Comprehension and Collaboration**

ELACCI1-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACCI1-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELACCI1-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

➤ **Presentation of Knowledge and Ideas**

ELACCI1-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACCI1-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACCI1-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

LANGUAGE (L)

➤ **Conventions of Standard English**

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.
- Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

➤ **Knowledge of Language**

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

➤ **Vocabulary Acquisition and Use**

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELACC11-12L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- ELACC11-12L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC



TEXT:				GENRE:			GRADE:		
COMPLEXITY MEASURE									
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.									
Levels of meaning. K-5: Symbolism, abstract thought/technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content									
Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length									
Language conventionality. K-5: colloquialisms, figurative/idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary									
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced									
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.									
Grade Band	Current Lexile Band	"Stretch" Lexile Band							
K-1	N/A	N/A							
2-3	450L-725L	420L-820L							
4-5	645L-845L	740L-1010L							
6-8	860L-1010L	925L-1185L							
9-10	960L-1115L	1050L-1335L							
11-CCR	1070L-1220L	1185L-1385L							
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.									
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%									
Does this text match the interests of the students? (When appropriate)									
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation									
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content									
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.									
Specific Merits									
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded									
TOTAL SCORE _____ / 100									

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Father's Butterflies

by Vladimir Nabokov

DURING my adolescence, the butterfly enthusiast ("le curieux," as the *honnêtes gens* used to put it in judicious France, "the *aureliian*," as the poets said in grove-rich England, the "fly doctor," as they wisecracked in advanced Russian circles) who wished to acquire from books a general notion of the fauna of Europe, including Russia, was compelled to scabble for his crumbs of information in entomological journals in six languages and in multivolume, hard-to-find editions such as the Oberthur books or those of Grand Duke Nikolai Mikhailovich. The absence or utter inadequacy of "references" in the atlases *ad usum Delphini*, the tedious perusal of the index of names enclosed with an annual volume of a monthly journal, the sheer number of these journals and volumes (in my father's library there were more than a thousand of the latter alone, representing a good hundred journals) -- all this had to be overcome in order to hunt down the necessary reference, if it existed at all. Nonetheless, even in my exceptionally propitious situation things were not easy: Russia, particularly in the north, dwelt in a mist, while the local lists, scattered through the journals, totally haphazard, scanty, and cruelly inaccurate in nomenclature, only maddened me when at last I ferreted them out. My father was the preeminent entomologist of his time, and very well off to boot, but the ordinary amateur, unable to dispatch his scouts throughout Russia, and denied the opportunity -- or not knowing how -- to gain access to specialized collections and libraries (and an accidental boon, the hasty inspection of collections at a lepidopterological society or in the cellar of some museum, does not satisfy the true enthusiast, who needs to have the boon always at hand), had no choice but to hope for a miracle. And that miracle dawned in 1912 with the appearance of my father's four-volume work *The Butterflies and Moths of the Russian Empire*.

Although in a hall adjoining the library dark-red cabinets contained my father's supremely rich collections, consisting of specimens complete with thoroughly accurate names, dates, and places of capture, I personally belonged to the category of *curieux* who, in order to acquaint themselves properly with a butterfly and to visualize it, require three things; its artistic depiction, a compendium of all that has been written about it, and its insertion within the general system of classification. With no words and no art, without a penetrating and synthesizing process of thought, for me a butterfly would remain incomplete. Only one thing could wholly replace these three demands: if I had caught it myself, if the expression of the given specimen's wings corresponded to the individual particulars of a familiar habitat (with its smells, hues, and sounds) where I would have lived through all that impassioned, insane joy of the hunt, when as I climb the rock, my face contorted, gasping, shouting voluptuously senseless words, I do not notice thorn or precipice, and see neither the viper under my feet nor the shepherd, yonder, observing with the irritation of ignorance the spasms of the madman with his green net as he approaches his heretofore undescribed prey. In other words, it was impossible to reconcile the creative contact between me and the countless rarities collected by others and not defined in the journals, or hopelessly buried in them. And, even though, through the glass top and bottom of the ultra-sleek sliding cases of my father's collection (lowering my gaze for hours down endless rows of thickset, small Hesperidae, in various hues of black with specks from hydrochloric acid and checked fringes, and turning the case upside down to examine pearlescent cabalistic markings - little kegs, hourglasses, trapezes, on the rowan-tinged or sulphury-grayish undersides of the



MODEL UNIT FRAMEWORKS

Note: where full-length texts are listed under "short text" selections, it indicates that excerpts are to be used

GRAD	UNIT ONE		UNIT TWO		UNIT THREE		UNIT FOUR	
	PART ONE	PART TWO	PART ONE	PART TWO	PART ONE	PART TWO	PART ONE	PART TWO
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	NARRATIVE	NARRATIVE	INFORMATIONAL	INFORMATIONAL	OPINION	OPINION	NARR/INF/OP	NARR/INF/OP
E	Theme: Let's Make Friends Extended Text: Frog & Toad are Friends/ Frog and Toad Together, Arnold Lobel	Theme: Amazing Friendships Extended Text: Nubs The True Story of a Mutt, A Marine, and a Miracle, Brian Dennis Winter's Tail: How One Little Dolphin Learned to Swim Again, Isabella Halkoff	Theme: America and Me Extended Text: Duck for President, Doreen Cronin The Flag We Love, Pam Munoz Ryan...	Theme: America and Me Extended Text: What is Gravity? Lisa Trumbauer Sample Short Text: Gravity All Around, David Conrad	Theme: Leader by Day, Super Hero by Night Extended Text: What Makes Day and Night? Franklin Branley What the Sun Sees, What the Moon Sees, Nancy Tatum Elliot Jones, Midnight Superhero...	Theme: Leader by Day, Super Hero by Night Extended Text: Meet George Washington, Patricia Pingry The Story of Abraham Lincoln, Patricia Pingry President's Day Anne Rockwell	Theme: Watch Me Grow! Extended Text: A House for Hermit Crab, Eric Carle The Very Hungry Caterpillar, Eric Carle The Tiny Seed, Eric Carle	Theme: Growing and Changing Extended Text: See Me Grow, Penelope Arlon Sample Short Text: From Caterpillar to Butterfly, Deborah Helligman
	Sample Short Text: Will I Have A Friend? Miriam Cohen	Sample Short Text: My Buddy, by Audrey Osolsky	Sample Short Text: L is for Liberty, Wendy Cheyette Lewisohn	Sample Short Text: The Sun is Always Shining Somewhere, Allan Fowler	Sample Short Text: How To Be A Superhero, Rachel Yu	Sample Short Text: When I Was Little, A Four Year Old's Memoir of Her Youth, Jamie Lee Curtis		
K								
1	Theme: Mapping our Worlds - Dreams and Realities Extended Text: The Wonderful Wizard of Oz, Frank L. Baum	Theme: Mapping our Worlds - Dreams and Realities Extended Text: Me on the Map, Joan Sweeney	Theme: Inventing Fun Extended Text: Charlie and the Chocolate Factory, Roald Dahl	Theme: Inventing Our World Extended Text: What's the Big Idea Ben Franklin, J. Fritz Picture Book of Benjamin Franklin, D. Adler Picture Book of Thomas Jefferson, D. Adler	Theme: A High Opinion of Animals Extended Text: Lulu and the Brontosaurus, Judith Vorst	Theme: A High Opinion of Animals Extended Text: Should We Get A Pet? Sylvia Lollis	Theme: Money, Money, Money Extended Text: The Lemonade War, Jacqueline Davies	Theme: Money, Money, Money Extended Text: The Get Rich Quick Club, Dan Gutman
	Sample Short Text: Mularo's Beautiful Daughters, John Steptoe	Sample Short Text: How to Make an Apple Pie and See the World by Marjorie Priceman	Sample Short Text: Meggie Moon, Elizabeth Baguely	Sample Short Text: I Wanna Iguana - Karen Kaufman Orloff	Sample Short Text: A Home for Dixie: The True Story of a Rescued Puppy, Emma Jackson	Sample Short Text: Where The Sidewalk Ends, Shel Silverstein	Sample Short Text: What Can You Do With Money? Earning, Spending, and Saving, Jennifer S. Larson	

Georgia Department of Education

Dr. John D. Barge, State School Superintendent

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			Monica Kulling				
READ	LITERARY	INFORMATIONAL		LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	NARRATIVE	NARRATIVE		INFORMATIVE	INFORMATIVE	NARR/INFO	INFO/OPINION
2	Theme: Understanding My Space Extended Text: <i>Fudge-a-mania</i> , Judy Blume Sample Short Text: <i>If the World Were a Village: A Book about the World's People</i> , David Smith	Theme: Understanding my Space Extended Text: <i>Magic School Bus: Solar System</i> , series Sample Short Text: <i>Moonsick: The Seasons of the Sioux</i> , Eve Bunting	Theme: Growing and Changing Extended Text: <i>Socks</i> , Beverly Cleary Sample Short Text: <i>How Kids Grow</i> , Jean Marzallo and Nancy Sheehan	Theme: Growing and Changing Extended Text: <i>From Seed to Plant</i> , Gail Gibbons Sample Short Text: <i>Too Many Pumpkins</i> , Linda White	Theme: Life Cycle Investigators Extended Text: C.J. and the Mysterious Map Sample Short Text:	Theme: Life Cycle Investigators Extended Text: What is a Life Cycle? Sample Short Text: <i>Velma Gratch & the Way Cool Butterfly</i>	Theme: Game Time Extended Text: <i>Skinnybones</i> , Barbara Park Sample Short Text: <i>Sound and Light</i> , Karen Bryant-Mole Sample Short Text: <i>Wilfrid Gordon McDonald Partridge</i> by Mem Fox
	READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL	INFORMATIONAL	INFORMATIONAL
3	Theme: Friendship Helps! Extended Text: <i>Because of Winn Dixie</i> , Kate DiCamillo Sample Short Text: <i>The Right Dog for the Job</i> , Dorothy Hinshaw Patent	Theme: Courage and Character in the Making of America Extended Text: <i>And Then What Happened</i> , Paul Revere? Jean Fritz Sample Short Text: "The Sneetches," Dr. Seuss	Theme: A Place to Call Home Extended Text: <i>Mr. Popper's Penguin</i> , Richard and Florence Atwater Sample Short Text: <i>Georgia, My State Habits</i> , Doraime Bennett	Theme: A Hero in All of Us Extended Text: <i>Helen Keller</i> , David Adler Sample Short Text: <i>Mary McLeod Bethune</i> , Eloise Greenfield			
	READ	LITERARY	LITERARY	INFORMATIONAL	INFORMATIONAL	LITERARY	INFORMATIONAL
4	Theme: The Sky's the Limit - Courage and Innovation Extended Text: <i>Who is Neal Armstrong?</i> Roberta Edwards Sample Short Text: <i>Tales of the Shimmering Sky</i> , Susan Milord	Theme: Is This for Real? The amazing Events and Heroics that Gave Birth to the United States of America Extended Text: <i>George Washington's Socks</i> , Elvira Woodruff Sample Short Text: <i>The Revolutionary War on Wednesday</i> , Mary Pope Osborne	Theme: Responsibility Extended Text: <i>Our World of Water</i> , Beatrice Hollyer Sample Short Text: <i>Letting Swift River Go</i> , Jane Yolen	Theme: It's Tough Being a Kid! Extended Text: <i>Dear Mr. Henshaw</i> , Beverly Cleary Sample Short Text: <i>The Way I Feel</i> , Janan Cain			
	READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL	INFORMATIONAL	INFORMATIONAL
5	Theme: Perspectives in Time	Theme: Back to the Future	Theme: The Journey to Knowledge	Theme: Code Talking with Figurative Language			
	WRITE	OPINION	INFORMATIONAL	INFORMATIONAL	OPINION	OPINION	OPINION

	Extended Text: <i>Steal Away Home</i> , Lois Ruby Sample Short Text: <i>Little Blue and Little Yellow</i> , Leo Lionni	Extended Text: <i>Rosa Parks: My Story</i> , Rosa Parks and Jim Haskins Sample Short Text: <i>Tuskegee Airman: We The People</i> , Phillip Brooks	Extended Text: <i>The Phantom Tollbooth</i> , Norman Juster Sample Short Text: <i>Where Words Come From</i> , Jack Umstatter	Extended Text: <i>Warrior- Navajo Code Talkers</i> , Kenji Kawano and Carl Gorman Sample Short Text: <i>Code Talkers</i> , Joseph Bruchac
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
6	Theme: Life, Love, and Learning Extended Text: <i>Chicken Soup for the Teenage Soul</i> , 101 Stories of Life, Love, and Learning, Jack Canfield, Mark Victor Hansen, and Kimberly Kirberger Sample Short Text: "Eleven," Sandra Cisneros	Theme: Determination and Perseverance Extended Text: <i>Hatchet</i> , Gary Paulsen Sample Short Text: "A Worn Path," Eudora Welty	Theme: Seeing the Good in People Extended Text: <i>Anne Frank - The Diary of a Young Girl</i> , Anne Frank Sample Short Text: "Song of the Trees," Mildred D. Taylor	Theme: Fitting In Extended Text: <i>Outsiders</i> , S.E. Hinton Sample Short Text: "Fish Cheeks," Amy Tan
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
7	Theme: What Science fiction and Fantasy Can Teach Us About Ourselves Extended Text: <i>The Hobbit</i> , J. R. R. Tolkien Sample Short Text: "Sir Lancelot and Queen Guinevere," Alfred Lord Tennyson	Theme: Burning Bridges - What History Has Taught Us Extended Text: <i>While the World Watched</i> , Carolyn Maull McKinstry Sample Short Text: <i>The Watson's Go to Birmingham</i> , Christopher Paul Curtis	Theme: Individuality Extended Text: <i>The Giver</i> , Lois Lowry Sample Short Text: "Origins of the Utopian Idea," by Rustin Quade	Theme: Demonstrating Character Extended Text: <i>The Long Walk to Freedom</i> , Nelson Mandela Sample Short Text: <i>I Know Why the Caged Bird Sings</i> , Maya Angelou
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
8	Theme: Ever-Changing Adolescent Identities Extended Text: <i>Bad Boy-A Memoir</i> , Walter Dean Myers Sample Short Text: "Raymond's Run," Tony Cade Bambara	Theme: Georgia Authors Extended Text: <i>The Member of the Wedding</i> , Carson McCullers OR <i>Lighthouse</i> , Eugenia Price Sample Short Text: "Everyday Use" by Alice Walker	Theme: Success- Defining it, Measuring it, and Setting and Achieving Goals Extended Text: <i>Outliers</i> , Malcolm Gladwell Sample Short Text: "Richard Cory," Edwin Arlington Robinson	Theme: Dystopia Extended Text: <i>The House of Scorpion</i> , Nancy Farmer Sample Short Text: : "Sonnet 60," William Shakespeare
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
9	Theme: Trials and Triumphs - the Hero's	Theme: Defining Courage	Theme: Paradoxes of Life and Language	Theme: The Importance of Place in Life and

	Journey Extended Text: <i>The Odyssey</i> , Homer Sample Short Text: "Through the Tunnel," Doris Lessing	Extended Text: <i>The Education of Little Tree</i> , Asa Carter Sample Short Text: <i>House on Mango Street</i> , Sandra Cisneros	Extended Text: <i>Romeo and Juliet</i> , William Shakespeare Sample Short Text: <i>Huckleberry Finn</i> , Mark Twain	Literature Extended Text: <i>Ecology of a Cracker Childhood</i> , Janice Ray Sample Short Text: "Discoverers of Chile," Pablo Neruda
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
10	Theme: Moral Courage and Endurance Extended Text: <i>Cry, Beloved Country</i> , Alan Paton Sample Short Text: "Marriage is a Private Affair," Chinua Achebe	Theme: Human Rights Around the World - Symbols of Alienation Extended Text: <i>Night</i> , Elie Wiesel Sample Short Text: <i>Metamorphosis</i> , Franz Kafka	Theme: The Many Faces of the Hero Extended Text: <i>In the Time of the Butterflies</i> , Julia Alvarez Sample Short Text: "The Raid" by John Steinbeck	Theme: Heroes, Villains, and Underdogs in Literature Extended Text: <i>Moneyball</i> , Michael Lewis Sample Short Text: "A Good Man is Hard to Find," Flannery O'Connor
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
11	Theme: Fear and Persecution in early American Literature Extended Text: <i>The Crucible</i> , Arthur Miller Sample Short Text: "Young Goodman Brown," Nathaniel Hawthorne	Theme: The Individual Vs. Society - Exploring New Frontiers Extended Text: <i>Walden</i> , Henry David Thoreau Sample Short Text: "The Devil and Tom Walker," Washington Irving	Theme: Reconstructing the American Dream Extended Text: <i>The Great Gatsby</i> Sample Short Text: "A Rose for Emily," William Faulkner	Theme: Modern Times, Modern Issues Extended Text: <i>Freakonomics</i> , Malcolm Gladwell Sample Short Text: "The Love Song of J. Alfred Prufrock," T.S. Eliot
READ	LITERARY	INFORMATIONAL	LITERARY	INFORMATIONAL
WRITE	ARGUMENTATIVE	INFORMATIONAL	INFORMATIONAL	ARGUMENTATIVE
12	Theme: A Royal Mess - An Examination of the Lives, Scandals, and Impact of Britain's Most Notorious and Noteworthy Kings and Queens Extended Text: <i>Macbeth</i> , William Shakespeare Sample Short Text: <i>The Seafarer</i> , Burton Raffel	Theme: The World As a Stage - How Art Imitates Life Extended Text: <i>Shakespeare - The World as a Stage</i> , Bill Bryson Sample Short Text: <i>A Journal of the Plague Year</i> , Daniel Defoe	Theme: Good and Evil in Literature Extended Text: <i>Frankenstein</i> , Mary Shelley <i>Lord of the Flies</i> , William Golding Sample Short Text: "The Execution of Charles I of England," James Harvey	Theme: The Language of our Lives Extended Text: <i>The Professor and the Madman</i> Sample Short Text: "Jabberwocky," Lewis Carroll



COMMON CORE GEORGIA PERFORMANCE STANDARDS ENGLISH LANGUAGE ARTS

EIGHTH GRADE CURRICULUM MAP

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Primary Focus: Informational Text ELACC8RI1-10 Secondary Focus: Literary Text ELACC8RL1-10	Primary Focus: Literary Text ELACC8RL1-10 Secondary Focus: Informational Text ELACC8RI1-10	Primary Focus: Informational Text ELACC8RI1-10 Secondary Focus: Literary Text ELACC8RL1-10	Primary Focus: Literary Text ELACC8RL1-10 Secondary Focus: Informational Text ELACC8RI1-10
1 extended informational text 6 thematically connected short texts	1 extended literary text 6 thematically connected short texts	1 extended informational text 6 thematically connected short texts	1 extended literary text 6 thematically connected short texts
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 argumentative analysis essays ELACC8W1, 4, 5, 6, 10	4-6 informative/explanatory analysis essays ELACC8W2, 4, 5, 6, 10	4-6 informative/explanatory analysis essays ELACC8W2, 4, 5, 6, 10	4-6 argumentative analysis essays ELACC8W1, 4, 5, 6, 10
Research connection Brief or sustained inquiries related to the texts or topics ELACC8W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or themes ELACC8W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC8W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or themes ELACC8W7, 8, 10
2-3 narratives to develop real or imagined experiences ELACC8W3, 4, 5, 6, 10	2-3 narratives to develop real or imagined experiences ELACC8W3, 4, 5, 6, 10	2-3 narratives to develop real or imagined experiences ELACC8W3, 4, 5, 6, 10	2-3 narratives to develop real or imagined experiences ELACC8W3, 4, 5, 6, 10
Routine writing Notes, summaries, process journals, and short responses across all genres ELACC8W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC8W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC8W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC8W1, 2, 3, 9, 10

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language ELACCL1-6
Study and apply grammar
Use and understand both general academic and domain-specific vocabulary



Speaking and Listening ELACC8SL1-6
Engage in collaborative discussions
Present findings
Evaluate a speaker's claims, rhetoric, and strategy
Incorporate multimedia components



GRADE 3/GRADE4/GRADE 5

ELA CCGPS UNIT PLAN: _____ **9 WEEKS (1ST, 2ND, 3RD, OR 4TH)**

PRIMARY READING FOCUS: _____ **Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the number and type of assessments**
_____ **(literary or informational)**

THEME: _____

EXTENDED TEXT: _____

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

1. _____
2. _____
3. _____
4. _____

SUPPLEMENTARY MATERIAL: _____

PRIMARY WRITING FOCUS: _____

Opinion or Informative/Explanatory (see curriculum map)

1. _____

2. _____

3. (5th only)

Narratives:

1. _____

2. _____

Research Connections:

1. _____

2. _____

Routine Writing Opportunities:

1. _____

2. _____

**GRADES 6-8****ELA CCGPS UNIT PLAN:** _____**9 WEEKS (1ST, 2ND, 3RD, OR 4TH)****Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments****READING FOCUS:** _____ (Literary or Informational)**THEME:** _____**EXTENDED TEXT:** _____**SHORT TEXTS (mixture literary and informational):**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

SUPPLEMENTAL MATERIALS: _____**WRITING FOCUS:** _____ (Argumentative or Informative/Explanatory; consult your grade-level curriculum map)**ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)***Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

1. _____
2. _____



GRADES 9-10

ELA CCGPS UNIT PLAN: _____

9 WEEKS (1ST, 2ND, 3RD, OR 4TH)

Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments

READING FOCUS: _____ (Literary or Informational)

THEME: _____

ONE EXTENDED TEXT FROM AMERICAN OR WORLD LITERATURE:

SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:

- 1.
- 2.
- 3.
- 4.

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:

- 1.
- 2.
- 3.

SUPPLEMENTAL MATERIALS:

WRITING FOCUS: _____ (Argumentative or Informative/Explanatory; consult your grade-level curriculum map)

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.



CCGPS Professional Learning Evaluation



Your feedback is appreciated. We wish to ensure that we are meeting your professional needs. Please return this form to your presenter at the conclusion of the Professional Learning.

Professional Learning Title	
Date(s)	

- ☐ Mathematics
- ☐ English Language Arts (ELA)

Strongly Agree Agree Neutral Disagree Strongly Disagree

1	2	3	4	5	6
My knowledge of the topic has increased.	The content from this workshop is useful in my current position.	The workshop materials enhanced and supported the content of the presentation.	The presenter(s) was/were knowledgeable, competent and well-organized.	The presenter(s) communicated clearly and engaged participants.	I would be interested in attending a future workshop in this same interest area.
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

7. What were the best aspects of this workshop?

8. What could be done to improve this workshop?

9. Please add any additional comments.
